

# Promoting young talents

## Talent management – what hospitals can learn from business

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Montreux, 21 September 2016

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## References

## ***Talent:* Origin and history of the concept**

### > Origin

Antiquity: *talent* as **unit of weight** and corresponding **amount of money**

### > New sense

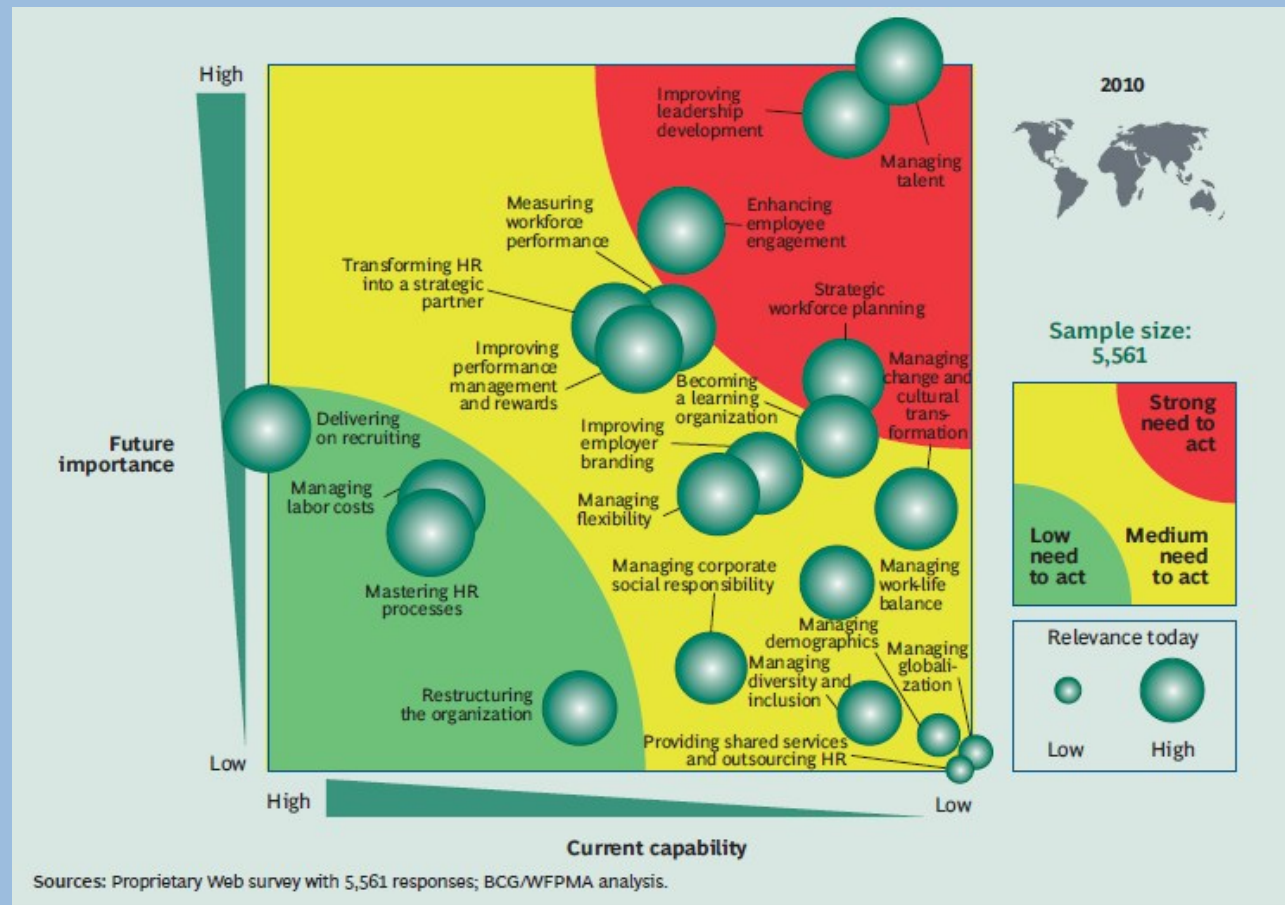
due to Paracelsus, early 16th century:

Special **aptitude** or **giftedness** in a certain field of human activity not possessed by everyone

→ **Extraordinary aptitude**

(cf. Pfeifer et al. 2005: 1409)

# Importance of talent management



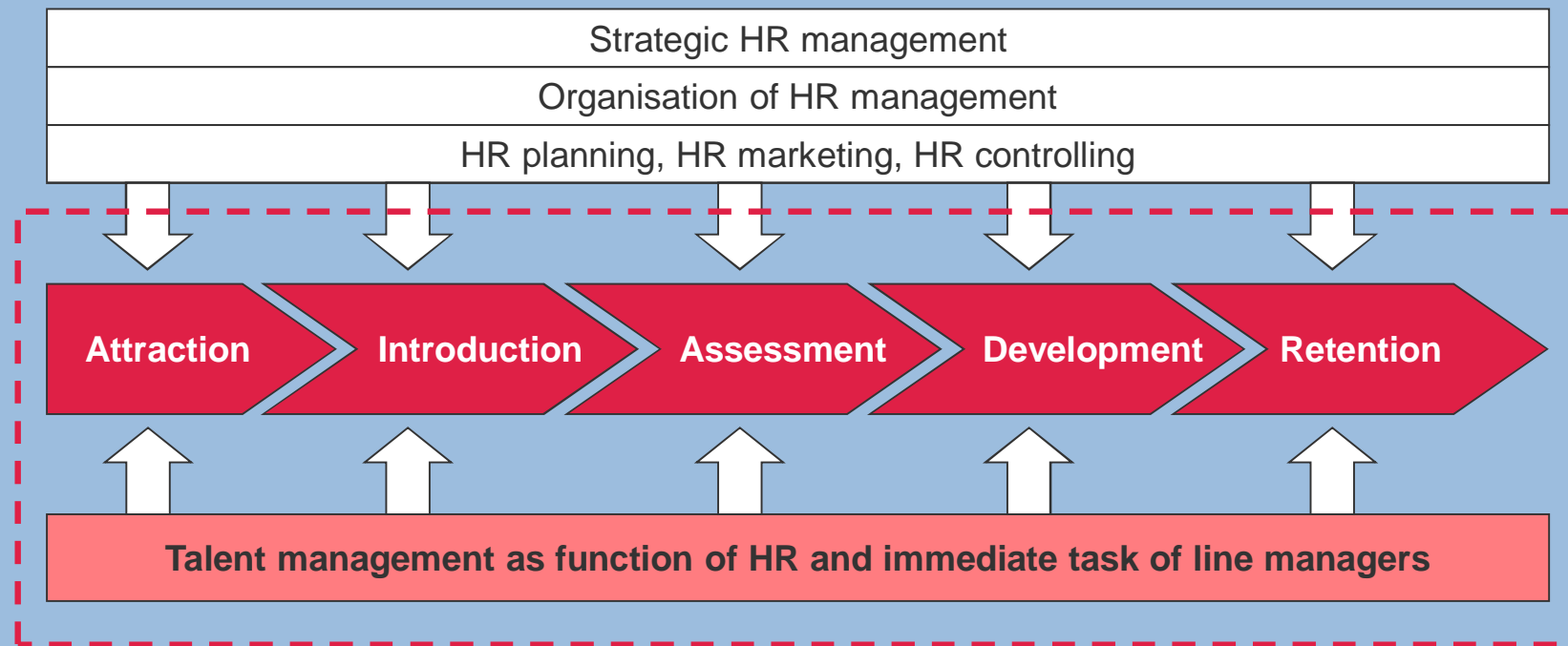
(BCG/WFPMA 2010)

## Working definition

Talent management is concerned with „**attracting, developing and retaining all individuals with high potential** – regardless of whether they are managers, specialists or individual contributors – across all levels of the organization.“ (BCG/WFPMA 2010).

„Talent management focuses on the **core process of HR management** that embraces everything from **recruitment** to **evaluation** and **development** all the way down to **retention management**.“ (Jäger 2009: 15)

## All-embracing process



**Talent management as an all-embracing core process of HR management**

(following Jäger 2009: 20, based on Thom/Ritz 2008: 319)

## Definition

„Trainee programmes are a variety of **professional training measure**; they allow particularly **university graduates** to be systematically introduced [...] and integrated within the new company.“

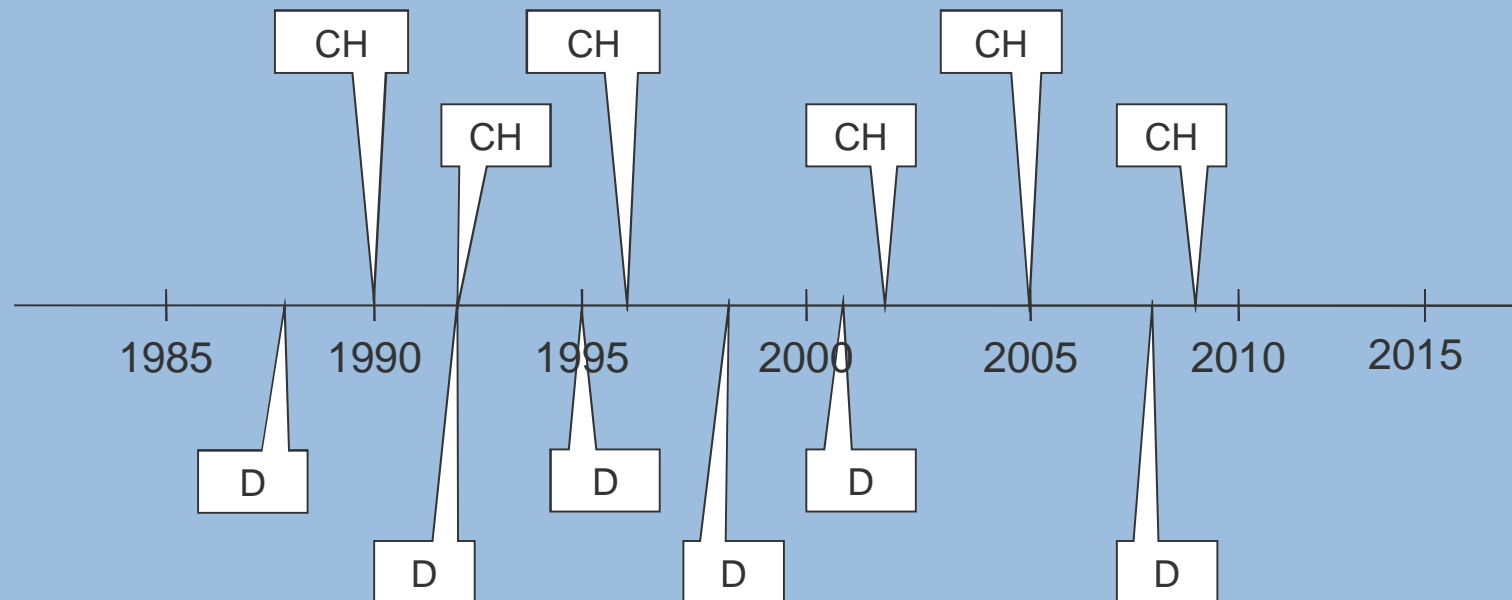
(Becker 2007: 171)

„Trainee programmes are designed to allow a select circle of **university graduates** to receive **elementary training** preparing for future management positions, to become clearer about their capabilities and interests, to establish personal relations and to become familiar with the corporate structure and culture of an organisation.“

(Thom 1987: 218)

## Decades of research in the field

Relevant empirical studies by Norbert Thom and students under his supervision



- ➔ Long history of research on trainee programmes
- ➔ Accumulation of expertise over time (longitudinal comparisons)



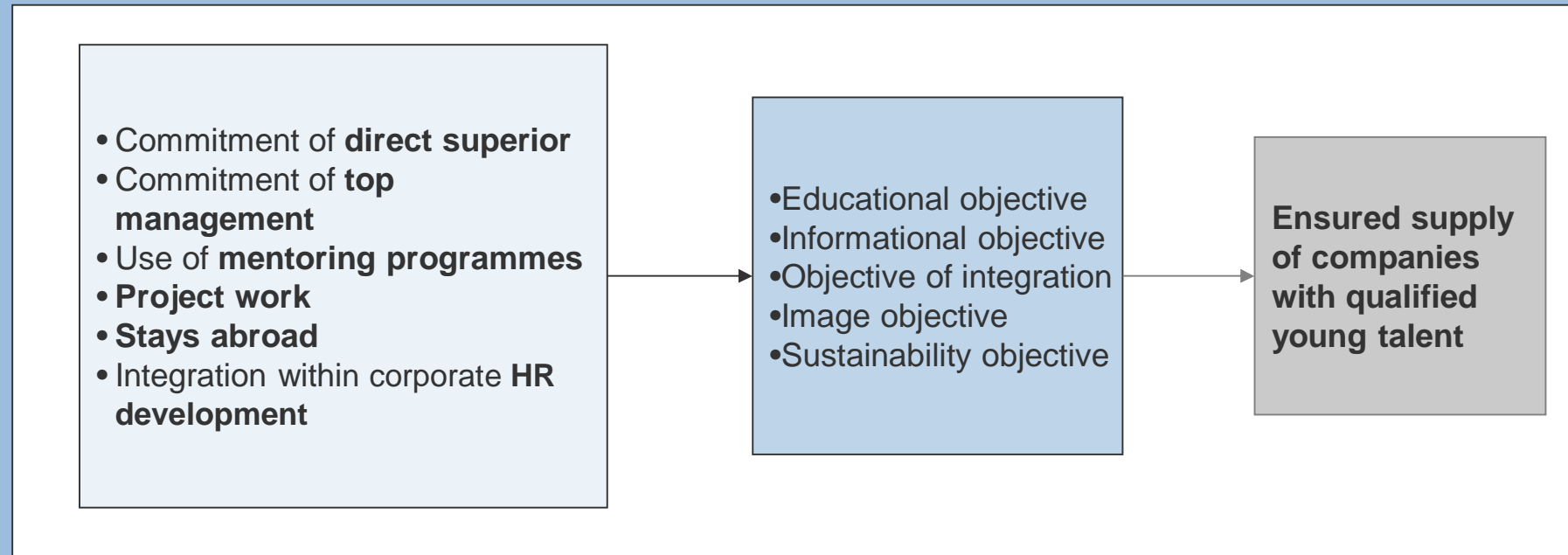
## Specialist superiors as a bottleneck

Assessment of influence of **insufficient time resources** on the part of **direct superiors** on the effectiveness and efficiency of trainee programmes.

Switzerland		Germany	
Author	Rank	Author(s)	Rank
Kloke (2009: 65)	1	Saner (2009:66)	3
Ege (2005: 108)	1	Thom/Friedli/Kuonen (2002: 24 f.)	1
Zimmermann (2002: 118)	1	Arnold (1999: 81)	1
Weibel (1996: 113)	1	Schmid (1996: 76)	1
Gattlen (1993: 64)	1	Schmiedeknecht (1993: 72)	1
Liechti (1991: 94)	2	Meyer-Riedt (1987: 60)	1

- ➔ Shortage of time on part of superiors is a major problem
- ➔ This result obtained already in earliest study by Thom (1987)

## Nesemann's model (Nesemann 2012)



(cf. Nesemann 2010: 39)

## Nesemann's model (Nesemann 2012)

- H1: Sufficient time resources on the part of trainees' **direct superiors** are conducive to the trainees' achievement of objectives.
- H2: A visible commitment of the **top management** is conducive to the trainees' achievement of objectives.
- H3: Deployment of a **mentoring programme** is conducive to the trainees' achievement of objectives.
- H4: Including **project work** in trainee programmes is conducive to the trainees' achievement of objectives.
- H5: Providing opportunities for **staying abroad** during trainee programmes is conducive to the trainees' achievement of objectives.
- H6: Integrating trainee programmes within **comprehensive corporate HR development schemes** is conducive to the trainees' achievement of objectives.

(cf. Nesemann 2010: 39)

## Commitment of direct superior (tested in 130 companies)

Nr.	Hypothesis	Result
H1a	Sufficient <b>time resources</b> on the part of <b>direct superiors</b> are conducive to achieving the objective of integration.	Confirmed
H1b	Sufficient <b>time resources</b> on the part of <b>direct superiors</b> are conducive to achieving the technical educational objective.	Confirmed
H1c	Sufficient <b>time resources</b> on the part of <b>direct superiors</b> are conducive to achieving the informational objective.	Not confirmed

(cf. Neseemann 2012)

## Integration within corporate HR development (testing in 130 companies)

Nr.	Hypothesis	Result
H6	<b>Integrating</b> trainee programmes <b>within corporate HR development</b> is conducive to achieving the <b>sustainability objective</b> .	Confirmed

(cf. Neseemann 2012)

## Integration within HR development (ex. for statistical methods used)

$$\begin{aligned} \text{NachhZ} = & b_0 + b_1 \text{IntegrTrPrPE} + b_2 \text{AnzBesch} + b_3 \text{BankenVers} + b_4 \text{Industrie} + b_5 \text{Land} \\ & + b_6 \ln(\text{AnzTr}) + b_7 \text{BWL} + b_8 \text{TrPrD} + b_9 \text{TrPrb} + b_{10} \text{TrPrü} + b_{11} \text{Alter} + b_{12} \text{Geschl} \\ & + b_{13} \text{HAusb} \end{aligned}$$

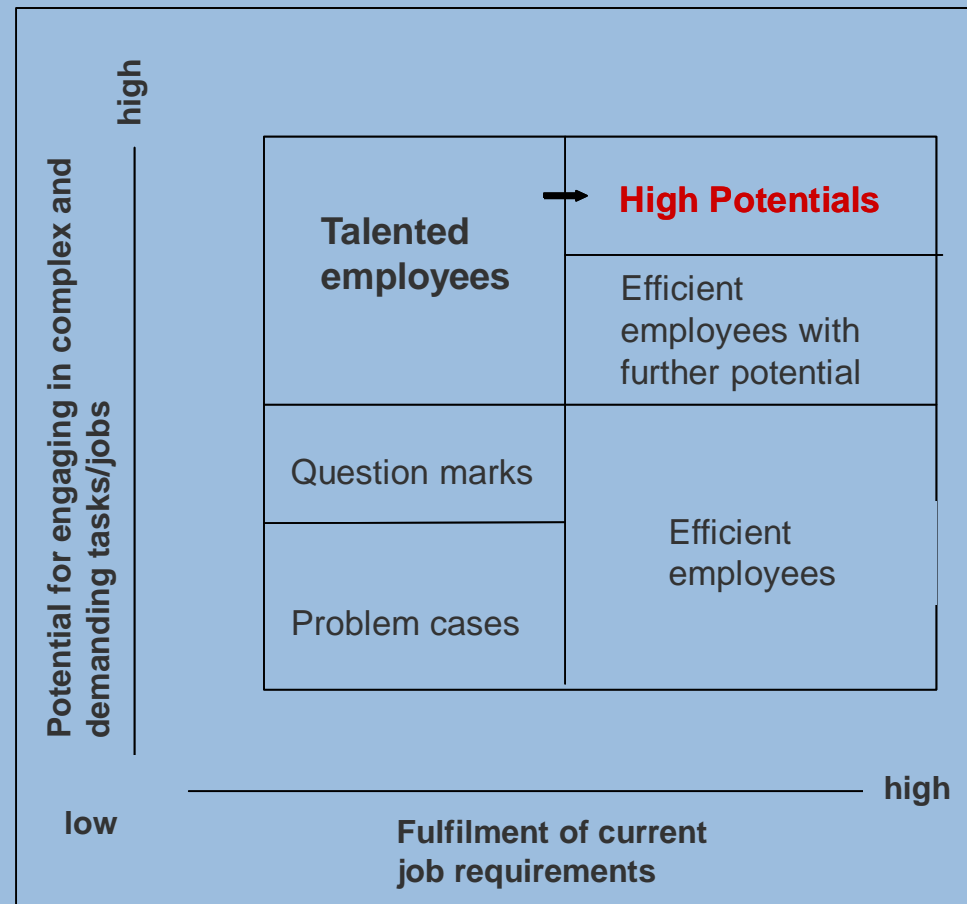
	OLS	MM	(Estimators of robust regression)
<i>IntegrTrPrPE</i>	0,304*	0,282*	
N	48	48	
Standardfehler	22,476	16,910	
Korrigiertes R <sup>2</sup>	0,073		
F-Test	4,682*		
MaxKorr I	0,000		
MaxKorr II			
MaxVIF			
DW-Test	2,257		
BP-Test	0,764		
SW-Test	0,893***		

\*, \*\* sowie \*\*\* kennzeichnen Signifikanz zum Niveau von 5 %, 1 % bzw. 0,1 % bei einem zweiseitigen t-Test (unabhängige Variablen), dem einseitigen F-Test (gesamtes Modell) sowie den Teststatistiken zur Überprüfung der Modellvoraussetzungen.

*NachhZ* ist das operationalisierte Nachhaltigkeitsziel. *IntegrTrPrPE* bezeichnet die Integration des Trainee-Programms in die Personalentwicklung des Unternehmens.

(cf. Neseemann 2012)

# High Potentials Retention Management



(cf. Thom/Friedli 2008: 26)

## High Potentials Retention Management

### Survey on Retention Management for High Potentials

Sample	N=535 High Potentials of two Swiss Companies
Data collection	Management: qualitative study Employees: quantitative study
Data analysis	Qualitative analysis of interviews, frequency distributions, cross- tabulation, dependencies

(cf. Thom et al. 2003: 240 f and Moser/Saxer 2008: 72 ff)



## High Potentials Retention Management

Desired features of job/tasks:

Job/task characteristics	Average Comp. A	Average Comp. B
Competences	1.32	1.28
Varied activities	1.39	1.47
Meaningful tasks	1.40	1.60
Significance for company	1.62	1.70
Deployment adequate to qualification	1.72	1.70
Sufficient scope for action	1.57	1.94

Rating scale: 1 = very important/fulfilled to large degree in the company; 5 = totally unimportant/wholly absent in the company.

(cf. Thom et al. 2003: 241 and Moser/Saxer 2008: 115, 157)

## High Potentials Retention Management

Important factors in job choice:

Factor	Rank Comp. A	Rank Comp. B
Tasks and activities	1	1
Superiors	2	2
Colleagues	3	3
Salary	4	4
Corporate culture	5	5
Company-internal communication	6	6
Training and further education	7	7

(cf. Thom et al. 2003: 241 and Moser/Saxer 2008: 116, 158)

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